

Curriculum Ideas
for TeachersHistory
Intermediate
Division

4

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This resource document was prepared in support
of the Intermediate Division History guideline,
which states that one issue must be selected for
study in the area of Canadian-American Relations,
identified as core in *Contemporary Canadian and
World Concerns*. This document focuses on two
issues in this area: foreign investment and culture.

Canadian-
American
Relations

"So I look upon Prince Rupert's Land and Canada and see how an ingenious people are occupied with bridging rivers and making railroads and telegraphs, to develop, organize, create and preserve the great British provinces of the north, by the Great Lakes, the St. Lawrence and around the shores of Hudson's Bay, and I am able to say, 'It is very well you are building excellent states to be hereafter admitted to the American Union.'"

William Seward, U.S. Senator, 1861

"Of all the remedies that have been suggested for the acknowledged and insufferable ills with which our country is afflicted, there remains but one to be considered. It propounds a sweeping and important change in our political and social condition involving considerations which demand our most serious examination. THIS REMEDY CONSISTS IN A FRIENDLY AND PEACEFUL SEPARATION FROM BRITISH CONNECTION AND A UNION UPON EQUITABLE TERMS WITH THE GREAT NORTH AMERICAN CONFEDERACY OF SOVEREIGN STATES."

Annexation Manifesto, 1849

"No matter where they locate in relation to where we reside, we're always delighted to hear of branch factories being established in Canada, because of the employment they create for Canadian labour, the market they provide for Canadian farmers and merchants, and the business activity they stimulate in countless ways and in countless quarters."

H. H. Stevens, Minister of Trade and Commerce, 1930

Introduction

Rationale

Canada and the United States share the same continent; over the past two hundred and fifty years these two countries may have had closer social, economic, and political ties than any other two nations of the Western world.

The United States is an important economic and cultural force in Canadian life, and its position of influence continues to present Canadians with a dilemma: how can we ensure that our giant neighbour recognizes Canada's right, in spite of her significantly smaller population, to the fulfilment of her own hopes and aspirations?

In this unit students will study the relationship between Canada and the United States.

Objectives

This unit on Canadian-American relations will give students the opportunity to:

1. examine the advantages and disadvantages of having a large and powerful country as a neighbour;
2. investigate specific areas of economic and social interaction between Canada and the United States;
3. examine the effect of the United States on the Canadian way of life;
4. examine the concepts of nationalism and continentalism and the conflict that has existed between their supporters in North America.

Focus Questions

These questions are of a general nature and may stimulate exploration of the ideas presented in the two sample units outlined below.

Is there any value in having a Canadian identity separate and distinct from its American counterpart?

What is your attitude towards the United States of America?

Why do you hold this point of view?

What is Canadian culture? What is American culture?

What makes one culture distinct from another? Does Canada have a culture distinct from that of the United States?

How has Canada's past relationship with the United States affected present-day Canadian-American relations?

What is the outlook for future Canadian-American relations?

To what extent should Canada control American influence? If controls are desirable, what should they be and how should they be structured?

To what extent is Canada a partner or a puppet in North American culture and economics?

Possible Approaches

Teachers in the Intermediate Division History program may wish to explore some of the following issues in the area of Canadian-American relations:

1. *Continentalism vs. Nationalism*
2. *War*
The American Revolution, War of 1812, Fenian raids
3. *Defence*
The undefended border — myth or reality?
4. *Culture* (See sample unit.)
5. *Transportation*
Solutions to common problems
6. *Boundaries*
Settlement of our boundaries
7. *National Resources*
Energy — a continental or a national resource?
8. *The Arctic*
Sovereignty, energy, minority rights
9. *Technology*
Influence of American technology on Canadian development
10. *Sovereignty*
Struggle for identity and independence

11. *Foreign Ownership and Economic Policy* (See sample unit.)

12. *Local Study*
American influence in a local community

13. *Politics*
Influence of American politics on Canadians and their political institutions

14. *Environment*
Great Lakes, Garrison Dam Project, Lamprey Eel, pollution

15. *Immigration*
Melting pot and mosaic

In their selection of content, strategies, and resources for their chosen issue, teachers should keep the overall objectives of the study in mind.

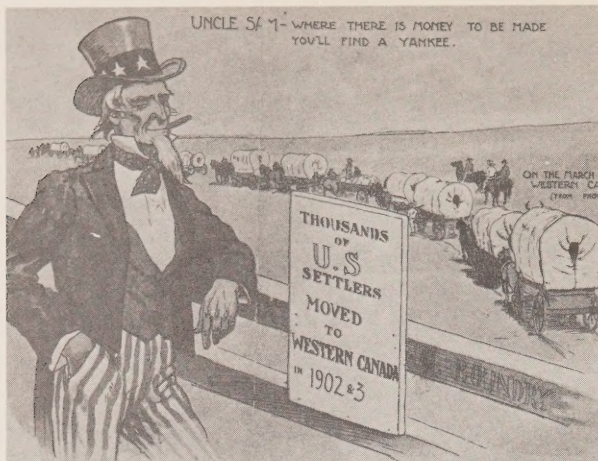
Sample Units

Two issues from the list have been selected as sample units: *Foreign Investment and Ownership* and *Culture*. The foreign investment theme is designed on a traditional model of historical interpretation. The culture topic is based on a more contemporary sociological framework.

These units are offered only as possible approaches to issues in Canadian-American relations. Teachers may develop alternative approaches or combine several of the suggested themes.



The Battle of Queenston by Major Dennis



Foreign Ownership and Economic Policy

Focus of Study

An historical investigation of the influence of U.S. investment and economic policy on Canada.

Objectives

This unit on foreign ownership and economic policy will provide students with opportunities to:

1. examine and evaluate the past and present positions taken by Canada's national and provincial governments and political parties on foreign investment;
2. examine the effects of American investment on Canadian society and way of life;
3. examine the responsibilities of a multinational corporation to Canadian society;
4. consider the ways in which the issue of foreign investment has been part of Canada's history since the beginning of European settlement;
5. develop the ability to interpret, analyse, and test hypotheses;
6. develop the ability to make a value judgement and to offer a sound logical defence of the position taken.

Overview

1. *Struggle for Control of the Economy of Upper Canada*

Key Question: What was the nature of the struggle between New York and Montreal for economic control of Upper Canada?

2. *Shift Towards Greater American Economic Influence*

Key Question: What caused the shift towards greater U.S. economic influence?

3. *Confederation*

Key Question: To what extent were Confederation and the National Policy a reaction to the threat of U.S. economic control of Canada?

4. *Economic Boom (1890-1919)*

Key Question: What role did U.S. investment play in the development of the Canadian economy in the period 1890-1919?

5. *The Twenties, Thirties, and World War II*

Key Question: What developments occurred in the 1920s, 1930s, and World War II that affected the Canadian economy?

6. *Post-War Growth*

Key Question: Why was Canada attractive to American investors?

7. *Present-Day American Investment*

Key Questions:

- a) Has Canada lost its economic independence?
- b) How has Canada responded to the fear of economic dependence on the U.S.?

Content	Strategies	Resources
<p>1. <i>Struggle for Control of the Economy of Upper Canada</i></p> <p>Key Question: What was the nature of the struggle between New York and Montreal for economic control of Upper Canada in the period 1800-1830?</p> <p>Canal Development</p> <ul style="list-style-type: none"> – the progression of our economic development through the fish, fur, and lumbering industries to agriculture – the strain of East-West transportation on our economy (nationalism vs. continentalism) – the effect of immigration on our economy (development of agricultural economy in Upper Canada) – Erie Canal – Welland and St. Lawrence canals 		
	<p><i>Discussion</i></p> <p>Speculate on the third resource to be developed after the emergence of fish and fur as the first Canadian industries.</p> <p>Speculate on how the immigrants arriving from Europe and settling in Upper Canada made their living in the new environment.</p>	<p>– Kerr's <i>Historical Atlas</i></p>
	<p><i>Map Study</i></p> <p>1. Students should consult a world map and consider the following questions:</p> <p>At this stage in Canada's development, who would be her best customer for grain and flour?</p> <p>How would you get the Canadian grain to that market? (Plot your route on a map.)</p> <p>How would geographical problems of the Great Lakes–St. Lawrence route add to your costs and difficulties?</p> <p>2. Students mark the Erie Canal route on a map of North America and consider the following question:</p> <ul style="list-style-type: none"> – How will this canal affect the trade between Upper Canada and the United States? 	<p>– world map</p> <p>– map of North America with Erie Canal indicated</p> <p>– picture of canal boat</p>
	<p><i>Role Play</i></p> <p>Students assume the roles of an Upper Canadian farmer, British factory owner, American factory owner, Lower Canadian warehouse owner, and Canadian ship owner, and discuss the effect the Erie Canal has had on each of them.</p>	
	<p><i>General Discussion</i></p> <p>What can the Government do to counter the effects of the Erie Canal?</p>	

Content	Strategies	Resources
<p>2. <i>Shift Towards Greater American Economic Influence</i></p> <p>Key Question: What caused the shift towards greater U.S. economic influence?</p>		
<ul style="list-style-type: none"> – geographical factors favouring New York as a port over Montreal – British need for Corn Laws – advantages to Canada of the Corn Laws – effects on Canadian industry: shipping; shipbuilding; milling; warehousing; barrel-making 	<p><i>Poster Campaign</i></p> <p>Students prepare a poster campaign outlining the claims that could be made by a hypothetical American shipping company to convince Upper Canadian farmers of the advantages of shipping their grain through the Erie Canal and New York rather than through the Canadian canals and Montreal.</p> <p><i>Discussion</i></p> <p>Under the Corn Laws, preference was given to grain milled in Canada and transported in Canadian vessels from a Canadian port. A less preferential treatment was given if the grain was shipped in non-Canadian vessels.</p> <ul style="list-style-type: none"> – How would these laws make Montreal preferable to New York as a port for both Canadian and American grain? – If you were a Canadian businessman or an American businessman, in what industries would the Corn Laws encourage you to invest? <p><i>Exercise</i></p> <p>Students perform the following exercise:</p> <p>You are the head of a group of Canadian businessmen that has heavily invested in the new Canadian industries that sprang up as a result of the Corn Laws. Now rumours are circulating that the British Government may cancel the Corn Laws. Write a letter to the British Colonial Secretary setting forth the disastrous consequences for Canada should the laws be repealed.</p>	<ul style="list-style-type: none"> – atlas
<ul style="list-style-type: none"> – effects of repeal of Corn Laws (1846) and British Free Trade 	<p><i>Problem-solving Question</i></p> <p>With the repeal of the Corn Laws, what options might be open to Canadian businessmen in their attempt to solve their problems?</p> <p>The following could be investigated:</p> <ul style="list-style-type: none"> – an appeal to the British Government against the cancellation, a new trade deal with England, a trade agreement with the U.S., annexation to the U.S., bankruptcy. <p><i>Analysis</i></p> <p>How did the delicate balance of Free and Slave States affect the U.S.'s attitude towards the Annexation Manifesto?</p>	<ul style="list-style-type: none"> – Barry Riddell, <i>Economic Nationalism</i>, 2nd ed. (See Bibliography for details.)
<ul style="list-style-type: none"> – Annexation Manifesto (1849) – Reciprocity Treaty (1854) 		

Content	Strategies	Resources
	Students analyse the terms of the Reciprocity Treaty to discover the effects of the treaty on each country, determining the advantages and disadvantages for both sides.	
<p>3. <i>Confederation</i></p> <p>Key Question: To what extent were Confederation and the National Policy a reaction to the threat of U.S. economic control of Canada?</p> <ul style="list-style-type: none"> – repeal of reciprocity, 1866 – need for a solution to economic problems – U.S. attitude towards Canada – differing economic patterns – Confederation as a solution to economic problems 	<p><i>Discussion or Project</i></p> <p>Students speculate on American expectations of what would happen in Canada as a result of the cancellation of reciprocity.</p> <p>How would the attitude of the United States to the annexation of Canada in 1866 compare with their attitude at the time of the Annexation Manifesto (1849)? Why had it changed?</p> <p><i>Research Project</i></p> <p>Students research the economic foundations and trade relations of each of the British North American colonies.</p> <p><i>Discussion Questions</i></p> <p>Students should speculate on the answers to the following questions:</p> <ul style="list-style-type: none"> – How would each colony be affected by the repeal of reciprocity? – Which colony would be the most affected? Why? – What solutions to their problems could they find? 	<ul style="list-style-type: none"> – microfilms from library of contemporary newspapers – any Canadian history text
<p>National Policy</p> <ul style="list-style-type: none"> – tariff adjustments intended to benefit and foster agriculture, mining, manufacturing, and other varied interests – extensive railway construction 	<p><i>Clarification Exercise</i></p> <p>Tariff question</p> <p><i>Role Play</i></p> <p>Students are divided into groups, each group to represent one of the provinces of Canada in the 1870s.</p> <p>Each group prepares a speech presenting their reaction as a province to the terms of the National Policy.</p> <p>Speeches can be taped and refined. The final versions of the taped speeches can be played to and evaluated by the class.</p> <p>Instead of taping the speech, each group may choose one person to present it (in costume if possible) to the class or to other history classes. Teachers may wish to consult with the English department for ideas and suggestions.</p>	<ul style="list-style-type: none"> – Appendix 1

Content	Strategies	Resources
	<p><i>Essay Question or Debate</i></p> <p>To what extent was the National Policy responsible for the beginning of a “branch-plant” economy in Canada?</p>	<p>— essay by H.I. Macdonald in T.E. Reid, <i>Foreign Ownership: Villain or Scapegoat?</i></p>
<p>4. <i>Economic Boom (1890-1919)</i></p> <p>Key Question: What role did U.S. investment play in the development of the Canadian economy in the period 1890-1919?</p>		
<ul style="list-style-type: none"> — the influx of American capital and know-how and the growth of new Canadian industries — growth of pulp and paper industry — growth of automobile and petroleum industries — discovery and exploitation of Canadian mineral resources 	<p><i>Student Investigation of Documents</i></p> <p>Students examine the business section of local directories covering the period 1890-1919 (phone books and assessment rolls can also be used) to investigate:</p> <ul style="list-style-type: none"> — What new industries located in your area in this period? — Which were American-owned and financed? — Why did they locate in your area? <p><i>Research Project</i></p> <p>Through individual or group work, students research the development of a Canadian industry that traces its start or expansion to this period. Examples may be chosen from the pulp and paper, automobile, petroleum, mining, cut lumber, or steel industry. (Try to find local examples if possible.)</p> <p><i>Statistics Project</i></p> <p>Using statistics (census rolls, texts, assessment rolls) covering the growth of the Canadian economy from 1890 to 1919, students:</p> <ul style="list-style-type: none"> — determine what changes occurred in the Canadian economy during this period; — discuss why foreign investment was necessary to bring about this economic growth. <p><i>Role Play</i></p> <p>Students carry on a mock parliamentary debate between the Conservatives and Liberals on the question of reciprocity.</p> <p><i>Role Play and Discussion</i></p> <p>Two groups are chosen to act out a meeting between the Canadian and U.S. governments.</p> <p>First they meet separately to identify aims, plan strategies, and gather evidence to support their aims. The two groups then meet together to draw up a reciprocity agreement.</p>	<ul style="list-style-type: none"> — local library — Ontario Archives — National Archives — local museums <p>— any <i>Circular 14</i> text</p>
<ul style="list-style-type: none"> — Reciprocity Treaty of 1911 — Conservative and Liberal policies — Election of 1911 		

Content	Strategies	Resources
	<p>The class discuss the difficulties they found in drawing up an agreement satisfactory to both sides.</p> <p>The class discuss the following questions:</p> <ul style="list-style-type: none"> — What were the aims of the Reciprocity Treaty drawn up by the Liberals? How effective was it in fulfilling these aims? — How and why did the Reciprocity negotiations affect the outcome of the election? — How do you think the 1911 election results would influence Canadian-U.S. trade? 	
<i>5. The Twenties, Thirties, and World War II</i>		
Key Question: What developments occurred in the twenties, the thirties, and World War II that affected the Canadian economy?		
<ul style="list-style-type: none"> — 1920s — economic boom in the U.S. 	<p><i>Discussion</i></p> <p>The teacher shows a film of the U.S. in the 1920s, <i>or</i> has the students read text material. Students then consider the following questions:</p> <ul style="list-style-type: none"> — Why would Americans want to invest in Canada? — Why were U.S. investors forced to open branch plants in Canada? — Did Canada benefit from this investment? 	
<ul style="list-style-type: none"> — Depression — F.D.R. — Bennett's New Deal 	<p><i>Discussion</i></p> <p>The teacher shows a film or filmstrip, or gives a reading on the Depression years. Students then consider the following questions:</p> <ul style="list-style-type: none"> — What happened to the economy during the Depression? — How did Bennett's "New Deal" attempt to solve the economic problems? — How successful was Bennett's New Deal? 	
<p>World War II</p> <ul style="list-style-type: none"> — influence on the economy in Canada 	<p><i>Discussion Question</i></p> <p>What impact did the war have on the nation's economy?</p>	

Content	Strategies	Resources
<p>6. <i>Post-War Growth</i></p> <p>Key Question: Why was Canada attractive to American investors?</p> <p>— economic growth after 1945 — petroleum industry growth — U.S. investment</p>	<p><i>Statistics Study</i></p> <p>The teacher presents to the class graphs, statistics, or charts of Canadian economic growth from 1945 to 1970 which illustrate the extent of U.S. investment in Canada. Students then analyse the trends indicated by the statistics.</p> <p><i>Local Study</i></p> <p>Drawing on interviews with local industry and labour officials, members of the Chamber of Commerce, or guest speakers from relevant fields, students compile information on industrial development in their community since 1945, and answer the following questions:</p> <p>— Why did the business develop? — What impact did this growth have on the community? — Which local businesses are American-owned?</p>	<p>— texts (e.g., R.P. Bowles, <i>Canada and the U.S.: Continental Partners or Wary Neighbours?</i>)</p> <p>— local businesses — Chamber of Commerce</p>
<p>7. <i>Present-Day American Investment</i></p> <p>Key Questions:</p> <p>a) Has Canada lost its economic independence? b) How has Canada responded to the fear of economic dependence on the U.S.?</p>	<p><i>Case Study</i></p> <p>Students answer the following questions:</p> <p>To what extent is American investment a part of your community? What impact does it have on your lives? How can its influence in your community be measured?</p> <p>The study can be organized as follows:</p> <p>— class brainstorm for ideas; — students evaluate the results of the brainstorming activity; — students undertake an investigation of the community's economy.</p> <p>Students develop appropriate research methods (e.g., interview questions, application of resource material, etc.). Then they:</p> <p>— research the community; — analyse the information and draw conclusions from the material gathered. What are the implications of the findings?</p>	<p>— O.E.C.A., <i>The Resources Game</i> (Program guide available from: O.E.C.A., Box 200, Station O, Toronto, Ontario, M4T 2T1.)</p>

Content	Strategies	Resources
Government Policies	<p><i>Research Project</i></p> <p>The students:</p> <ul style="list-style-type: none"> — obtain policy statements from different political parties on the question of U.S. investment in Canada; — examine and summarize each party policy separately; — compare the policies of the different parties: How are they similar? How are they different? Which one is the most appealing? Why? <p>Arrangements could be made for a guest speaker to address the students (e.g., M.P., M.P.P., or a local government official involved in any area of Canadian-American relations).</p> <p>As an individual or group exercise, students could draft recommendations for specific government action relating to U.S. investment in Canada.</p>	<ul style="list-style-type: none"> — ministers' speeches — statements of party policy (Students could write to individual parties for information.) — Bank of Montreal, <i>Business Review</i>, June 1975
Political Party Policies		

Synthesis

1. Students research the background and the present-day outlook of local industry to examine the role of American investment and discuss the question "American Investment: Domination or Development?"
2. Students research a particular industry in Canada — petroleum, lumbering, automotive, etc. — with particular reference to the issue of American investment.
3. Students write a script for a documentary which presents a point of view on the issue of domination or development.
4. Students explore the dilemma of the owner of an established local Canadian company: he has received one purchase offer from an American multinational corporation on the business he owns, and another, lower offer from a group of local businessmen who wish to keep the factory under local control.
5. Students discuss the advantages and disadvantages arising from the purchase of local land by a large American company and the construction of a plant in their town.
6. Students consider how life in Canada would be different without American investment.



THURSD
PRIME TIME LISTINGS — A

7:30	8:00	8:30
2 Hollywood Squares	Highlights of the Russian Dance Festival	
3 (Movie: Gidget)	Special: Fusion	
4 Bowling	The Waltons	
5 Kotter	Special: Fusion	
6 22 I Love Lucy	Science International	What's Happening
7 Bobby Vinton	Kotter	
8 TV Hits	Highlights of the Russian Dance Festival	
9 Mystery Movie: McMillan		
10 Bewitched	The Waltons	
11 George Hamilton		
12 Kotter	Special: Fusion	
13 Fish	Mystery Movie: McMillan	
17 MacNeil/Lehrer Report	Great Performances	
19 Paul et Virginie	Magic Shadows	Mike McManus
25 Y a pas de probleme	Les Grandes Films: Le Gitane	
29 Andy Griffith	Partridge Family	Bewitched
79 Tattletales	Movie: Angel Face	

AFTERNOON

12.45 3 Movie: The Falling Man (1968, suspense-drama) Henry Silva.	Mental Handicaps 25 Telejournal; Ref-lets d'un pays 79 CITY Lights See Wednesday at 11 p.m.	79 N
1.00 2 Gong Show 4 All That Glitters 5 The Bob McLean Show 6 22 Canadian Cavalcade 7 All My Children 8 Shoot For The Stars 9 Trouble With Tracy 10 The Young and the Restless 12 Marcus Welby 13 The Match Game 17 Zoom 19 Specific Learning Disabilities: In The Classroom 25 Sur des Roulettes 29 Ironside	1.55 5 News	2.50 19 R
1.30 2 8 11 Days of Our Lives 4 10 As the World Turns 6 22 Five for the Money 9 Joyce Davidson Night people. 13 Definition	2.00 5 12 All In The Family 6 22 Opposite, Opposite Sexes 7 \$20,000 Pyramid 9 13 Al Hamel Guests: Melissa Manchester, Morton Schulman, Larry Evoy, Lawrie Weiser. 17 Nova The Hot-Blooded Dinosaurs. 19 Speaking of Books Margaret Atwood. 29 The Fugitive 79 Doctor's Diary	3.00 2 8 Work 3 5 4 10 6 22 17 D The Ir 1. Mike Wedn p.m. 29 Ti 79 P
	2.25 3 News	3.15 7 C 11 G
	2.30 2 8 The Doctors 3 5 12 The Edge of Night 4 6 10 22 Guiding Light 7 11 One Life to Live 19 Anti-dotes: The New Ecology	3.30 6 5 Cook: prepa Curry 4 10 6 22 17 Li You 19 E Shake Lear 29 C

Culture

Focus of Study

An exploration of Canadian culture and the influence exerted by the United States on the Canadian way of life.

The emphasis in this unit is on analysing the contemporary issue, not on developing a historical perspective on the issue.

Objectives

This unit will provide opportunities for students to:

1. examine the influence of the U.S. on Canadian culture (music, sports, literature, movies, TV, radio, art, theatre, etc.);
2. examine Canadian attempts to control and/or counteract these influences;
3. clarify their attitudes and feelings towards Americans and American influence on the Canadian way of life;
4. develop a deeper understanding of the concept of a Canadian identity.

Overview

1. Introduction

Key Question: To what extent is your life influenced by American culture?

2. Canadian Culture

Key Question: Does a "Canadian culture" exist?

3. Historical Issue

Key Question: Is the concern for a distinct Canadian cultural identity unique to recent years?

4. Cultural Development

Key Question: What have the federal and provincial governments done to promote a distinct Canadian cultural identity?

Content	Strategies	Resources
<p>1. <i>Introduction</i></p> <p>Key Question: To what extent is your life influenced by American culture?</p>	<p>In this section the teacher should establish the fact that the U.S. does have a major influence on our culture.</p> <p><i>Introductory Strategies</i></p> <p>Teachers may choose ideas from the following list of strategies to establish the fact of American influence:</p> <ul style="list-style-type: none"> — a questionnaire developed by the teacher to measure student attitudes; — a personal profile by students, outlining their cultural tastes (favourite music group, athlete, etc.); — a personal profile drawn up by parents or others in the community; — a study of TV listings (students circle all U.S.-produced programs in one day's broadcasting); — a study of movie listings (students circle all U.S.-produced movies advertised in the newspapers); — library survey: What percentage of books in the school library are American? — newsstand survey: How many of the magazines are American? — analysis of one week of front-page newspaper stories: How many of the stories focus on American events or concerns? — sports page study: How many of the reported events are American? — library trip (students choose 5-10 books or magazines they might like to read and write down the publishing information — where published, author's nationality, nature of content). <p><i>Research Project</i></p> <p>Students examine the data gathered through these strategies and answer questions such as the following:</p> <p>What are the various American influences uncovered by your research? List them by classifying into groups (e.g., sports, music, etc.).</p> <p><i>Summary</i></p> <p>Looking at the information accumulated through their research, students summarize the effects of American influence on the Canadian way of life.</p> <p>How do they feel about these findings?</p>	<ul style="list-style-type: none"> — R. Clark, <i>Canadian Issues and Alternatives</i> — TV Guide — newspapers — library

Content	Strategies	Resources
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2. Canadian Culture

Key Question: Does a “Canadian culture” exist?

Brainstorming
Having researched the variety of ways in which the U.S. influences Canada’s way of life, students should decide what aspects of their lives are distinctively Canadian, and list them on the black-board.

How does this list compare with the data compiled above, showing the extent of American influence?

Debate
Does Canada have its own distinct culture?

IF YES	IF NO
– What does it consist of?	– Why not?
– How is it different from American culture?	– Has the U.S. been responsible?
– How is it affected by “cultural borrowing” from the U.S.?	– Is this good or bad for Canadians?
– How is it endangered by “cultural borrowing”?	– Is it a threat to our survival as an independent nation?
– Is it worth preserving?	– Can this situation be changed? Should it be?

N.B.
While some students can be given the whole issue as an assignment, others will have to be led through each stage of the question.
The student or students present their reports. The class then discuss and debate the opinions expressed. The emphasis should be on the presentation and defence of *sound* arguments.

3. Historical Issue

Key Question: Is the concern over a distinct Canadian cultural identity unique to recent years?

Research and Discussion
Students read and discuss the following in order, with respect to Canada’s attitude to the U.S.:

– Talon
– Durham Report
– Ryerson
– Massey Report

– Appendix 2

Content	Strategies	Resources
4. <i>Cultural Development</i>		
Key Question: What have the federal and provincial governments done to promote a distinct Canadian cultural identity?	<p><i>Discussion</i></p> <p>Assuming that the promotion of an independent Canadian culture is important, students speculate on how the government could help develop the following:</p> <ul style="list-style-type: none"> — a Canadian music industry — a Canadian movie industry — a Canadian publishing industry — a Canadian radio and TV industry — a Canadian sports industry — a Canadian arts (ballet, theatre, art) industry <p><i>Discussion Question</i></p> <p>Do you think the federal and provincial governments should take steps to promote an independent Canadian culture?</p> <p>Defend your opinion.</p> <p><i>Research Project</i></p> <p>Students examine the accomplishments of the federal and Ontario governments to date (e.g., C.R.T.C., Wintario, <i>Time</i> and <i>Reader's Digest</i> legislation, the Olympics, Canada Council, Hockey Canada, Canada Books, C.F.L.).</p> <p>(The teacher could gather this information for class use <i>or</i> have students do the research themselves.)</p> <p>Students summarize and evaluate the various ways in which the government is promoting a Canadian culture.</p>	<p>— R.P. Bowles, <i>Canada and the U.S.</i></p>

Evaluation

Teachers can use some of the following activities as a basis from which to evaluate the students' grasp of the course's objectives.

1. Students make a collage to depict U.S. influence on Canadian culture.
2. Students write a letter to the editor on the question: Does Canada have a distinct identity?
3. Students develop their own questionnaires to discover and document the community's attitude. The kinds of questions developed by the students will indicate their understanding of the issue.
4. Students write an essay on the theme "Is a Canadian identity important"?
5. Students draw a political cartoon to express the issue of Canadian identity.
6. Students write a poem or a song on the subject of U.S. influence.
7. A student assumes the role of the Secretary of State. He or she is given the task of investigating the influence of the U.S. on Canadian culture, and of making recommendations to the Cabinet on future government policy.

The Minister prepares a report to convince the Cabinet to support his or her recommendations by:

 - a) reviewing the background situation and identifying key problems;
 - b) explaining and justifying his or her recommendations, showing how their implementation would solve these problems.
8. Students investigate and provide a reasoned argument (pro or con) on the topic "Canadian musicians, actors, filmmakers, artists, or writers can only achieve success by 'making it' in the U.S.".

Appendix 1

John Simpson wants to buy a television set. In Sarnia he finds a set which he likes, selling at \$250. That night John sees the same set advertised in a store in the United States for \$175. When he tells the Sarnia retailer that the same set is selling in the U.S. for much less, he is told that the tariff on the Canadian television accounts for the difference in price.

1. What is a tariff?
2. What opinion do you think the following groups of Canadians would have on tariffs: consumers, union members, farmers, businessmen? Why?

Appendix 2

Has cultural identity been an issue in Canadian history?
(Teacher's information)

Talon: Mid 1600s

Talon's attempts to develop Canadian brewing, distilling, and clothing industries failed. He felt this was due to the preference of Canadians for products from France, even though shipping charges meant higher prices on goods from overseas.

Egerton Ryerson: Ontario, 1800s

Ryerson rejected the overwhelming use of American and European texts in our schools and advocated giving preference and support to texts written and printed in Canada by Canadians.

Lord Durham's Report: 1840

Durham characterized the French-Canadians as a people without a culture or a history.

Massey Report: 1950s

See attached bibliography, especially R.P. Bowles, et al., *Canada and the U.S.*

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